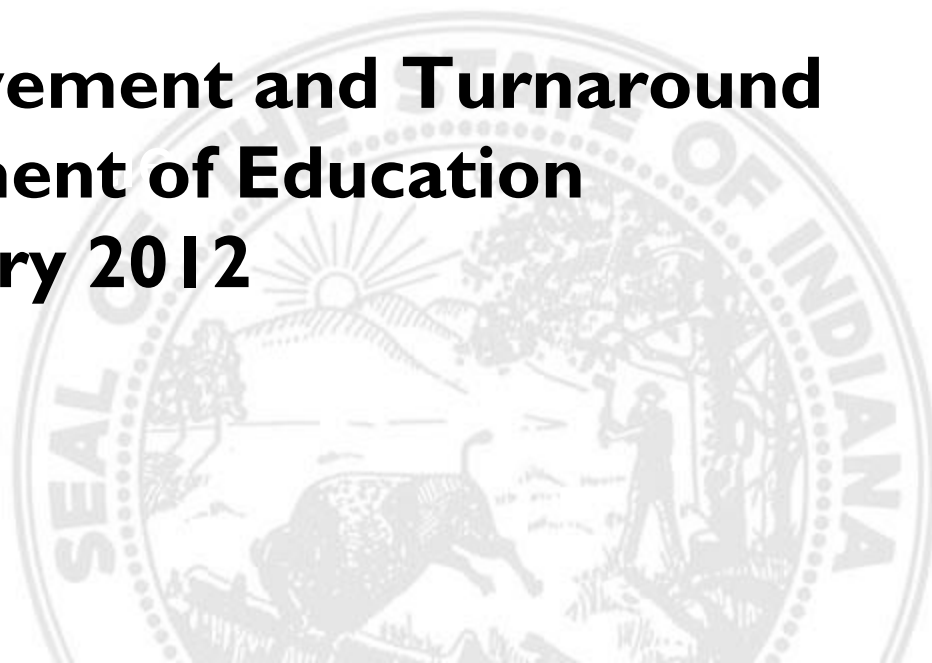




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# **Introduction to the NCLB Flexibility Waiver**

**Office of School Improvement and Turnaround  
Indiana Department of Education  
February 2012**



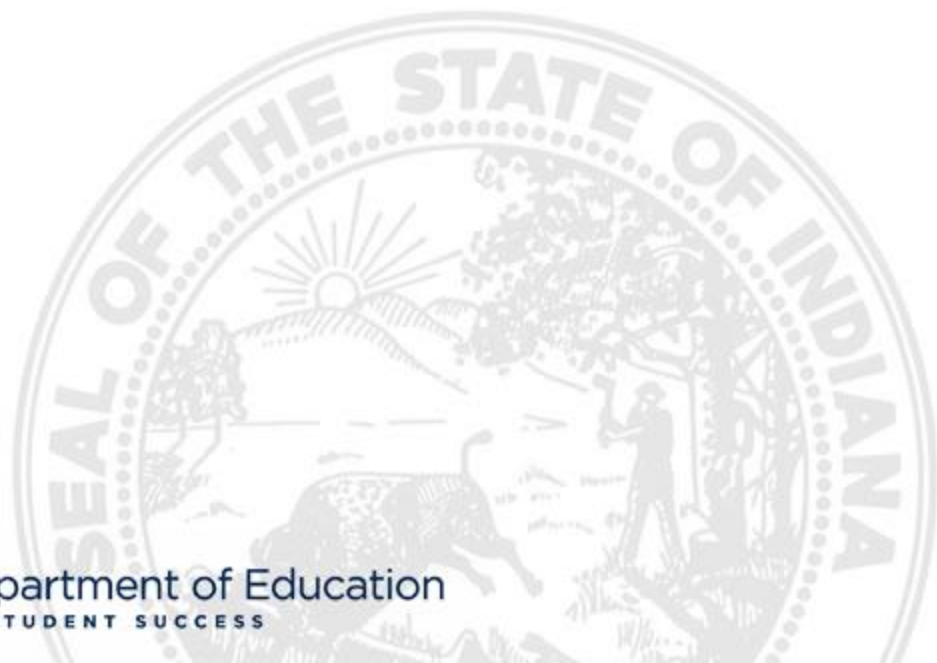
# Agenda

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- Introduction of Indiana's Flexibility Waiver
- Priority Schools and Focus Schools
  - Rigor Tiers
  - Turnaround Principles
  - Mass Insight's Framework for High-Performing, High-Poverty Schools
- Funding
- Resources
- Training



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# What is the Flexibility Waiver?

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- Indiana submitted waiver in November with 10 other states
- Secretary Duncan approved Indiana's waiver in early February
- One accountability system instead of two (AYP/PL 221)
- More flexibility with more accountability
- Will be implemented in the 2012-2013 school year



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# Flexibility Waiver Common Terms

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- OSIT: Office of School Improvement and Turnaround
- Priority School: Schools receiving an F or a D/F for two or more consecutive years
- Focus School: Schools receiving a D (first-year)
- Turnaround Principles: Federally-created best practices
- Mass Insight's Framework for High-Performing, High-Poverty Schools: Rubric used for Technical Assistance Teams (TAT)
- Rigor Tiers: Guide the implementation of intervention



# How will the Waiver Affect Schools?

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- No longer using the Differentiated Accountability model
- No index rating
- Locally driven options for Choice and SES
- No mandatory LEA improvement set asides
- No mandatory NCLB School Improvement Plan



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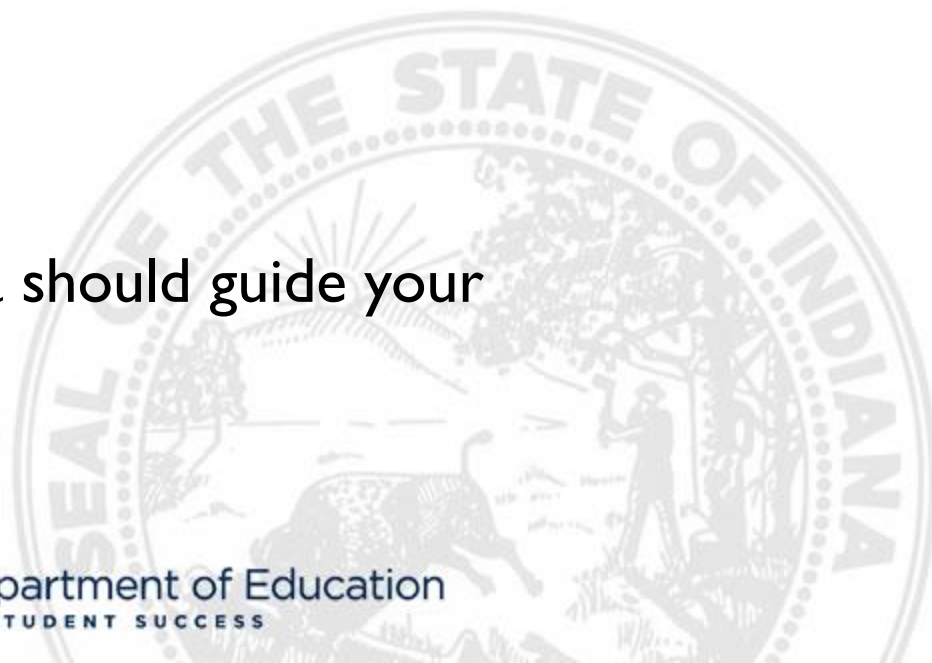
# Think About.....

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- Using the available funds from formally required set asides to fund school improvement interventions
  - Instructional coaches
  - Formative assessments
  - Specialists
  - Professional development
- Student- and school-level data should guide your intervention selection



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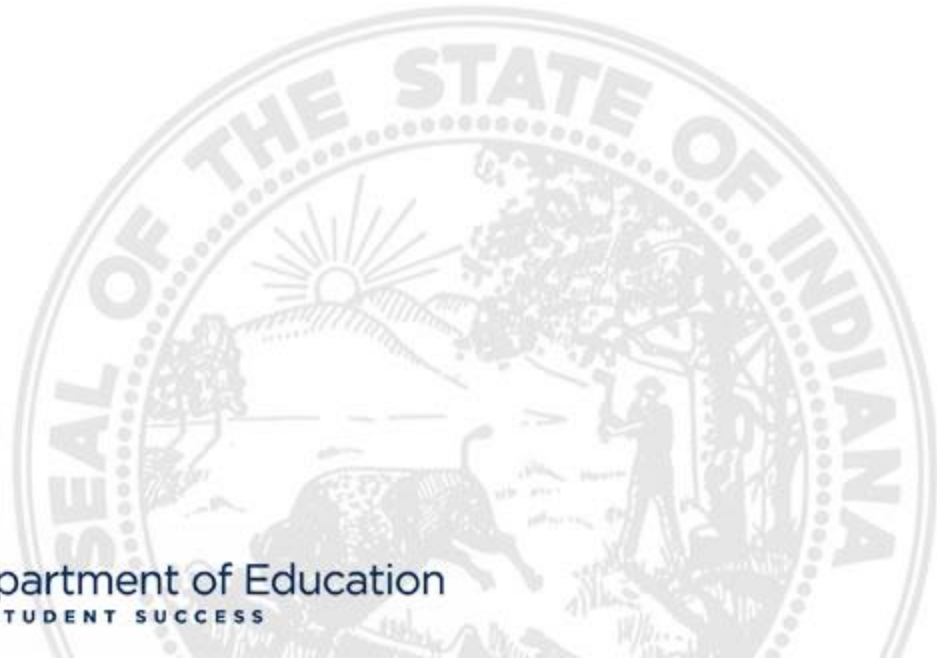
# Think About.....

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- LEA Improvement
  - Cannot fund non-Title I schools in 2012-2013
- Staff funded through set-asides
  - SES Staff
  - Choice Staff
  - LEA Improvement Staff



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# Three Parameters of School Improvement Intervention Selection

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Mass Insight's Framework for High-Quality, High-Poverty Schools

Turnaround Principles

Rigor Tiers



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# Mass Insight

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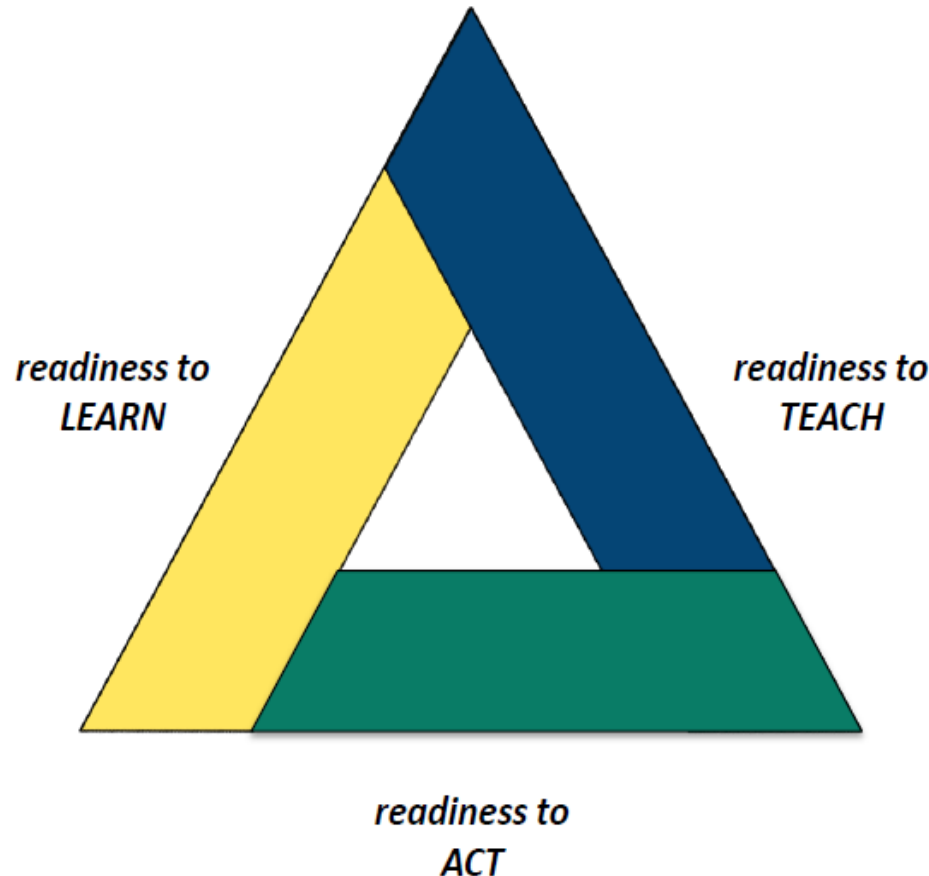
- Turnaround Challenge-Secretary Duncan refers to as the “Bible” of school turnaround
- Mass Insight continues to lead the field in providing cutting-edge materials on the school turnaround
- Technical Assistance Teams for PL 221 were formed around Mass Insight’s “Readiness” Model
  - Readiness to Teach, Readiness to Learn and Readiness to Act



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# How do high-performing, high-poverty schools do it?

## High-poverty, High performing Readiness Model



1. Safety, Discipline & Engagement

2. Action against Adversity

3. Close Student-Adult Relationships

4. Share Responsibility for Achievement

5. Personalization of Instruction

6. Professional Teaching Culture

7. Resource Authority

8. Resource Ingenuity

9. Agility in the Face of Turbulence

# Turnaround Principles (USDE)

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- Provide strong leadership
- Ensure that teachers are effective and able to improve instruction
- Provide high quality, job-embedded professional development
- Implement strategies to recruit, place and retain staff (Financial incentives, promotion, career growth, and flexible work conditions)
- Redesign the school day, week, or year
- Strengthen the school's instructional program
- Use data to inform instruction
- Establish a school environment that improves safety and discipline and address other non-academic factors
- Engage families and community



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# Rigor Tiers

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- *Tier 1* = Overall
  - *Tier 1* **provides culturally responsive research-based instruction or practices** in the general education setting.
  - Example: Acuity
- *Tier 2* = What area(s)?
  - *Tier II* provides Tier I instruction **plus intensive technical assistance** to support the general education setting.
  - Example: Tying Acuity data to the 8-step process to inform instruction
- *Tier 3* = For whom?
  - *Tier III* provides Tier I instruction **plus culturally responsive supports** for underperforming subgroups
  - Example: Tying Acuity data to the 8-step process to inform remediation and enrichment groups



# Examples of Interventions

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Readiness to Teach	Readiness to Learn	Readiness to Act
<ul style="list-style-type: none"><li>•Revise schedule to include PLC</li><li>•Formative assessment training</li><li>•Increase core content or remediation time</li></ul>	<ul style="list-style-type: none"><li>•School culture specialist</li><li>•EL specialist</li><li>•Family Liaison</li><li>•Attendance Officer</li><li>•Community Liaison</li></ul>	<ul style="list-style-type: none"><li>•Replace principal with ineffective track record and recruit new principal with an effective track record</li><li>•Performance incentives tied to high-need areas of instruction and/or student performance</li></ul>

**\*Guidance document coming soon for resources aligned to each Readiness**



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# Priority Schools

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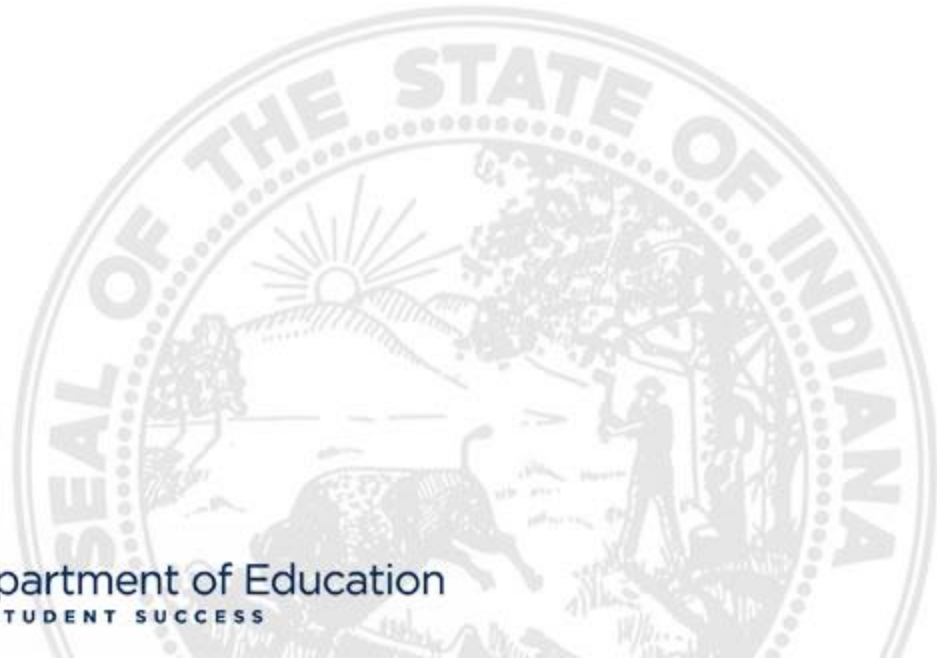
- Year 1
  - At least 3 interventions, one from each of the readiness domains
  - At least Tier 2 rigor
- Year 2
  - Revise interventions and implementation plans based on year 1 data
  - At least 1 intervention
- Years 3 and 4
  - Revise interventions and implement all turnaround principles
  - TAT visit in Year 4



# Priority Schools

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- Year 5
  - Based on findings from TAT report, IDOE will recommend intervention(s) and implementation plans
  - LEA must agree to these recommendations in order to receive 1003a funding
  - TAT follow-up visit
- Year 6
  - State intervention



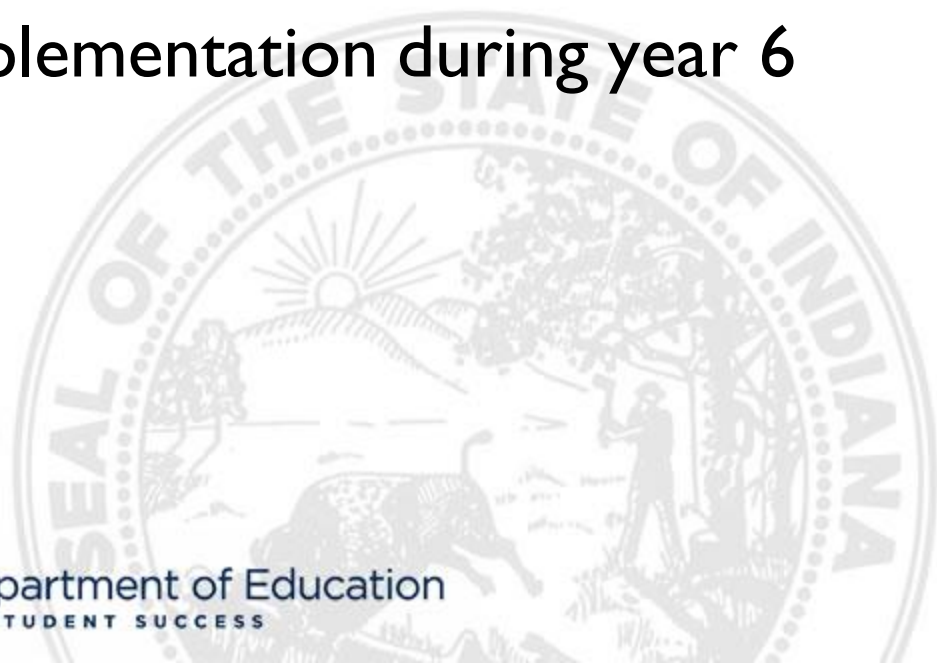
# Focus Schools

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- Same as priority schools with two exceptions:
  - School Quality Review visit in year 5
  - LEA must adopt OSIT recommendations for interventions and implementation during year 6



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# Priority & Focus Schools

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- Intervention Selection
  - Root Cause Analysis
  - Data-Driven Intervention Selection
  - Development of Logic Model to Guide Implementation
- Intervention Implementation
  - Monitoring



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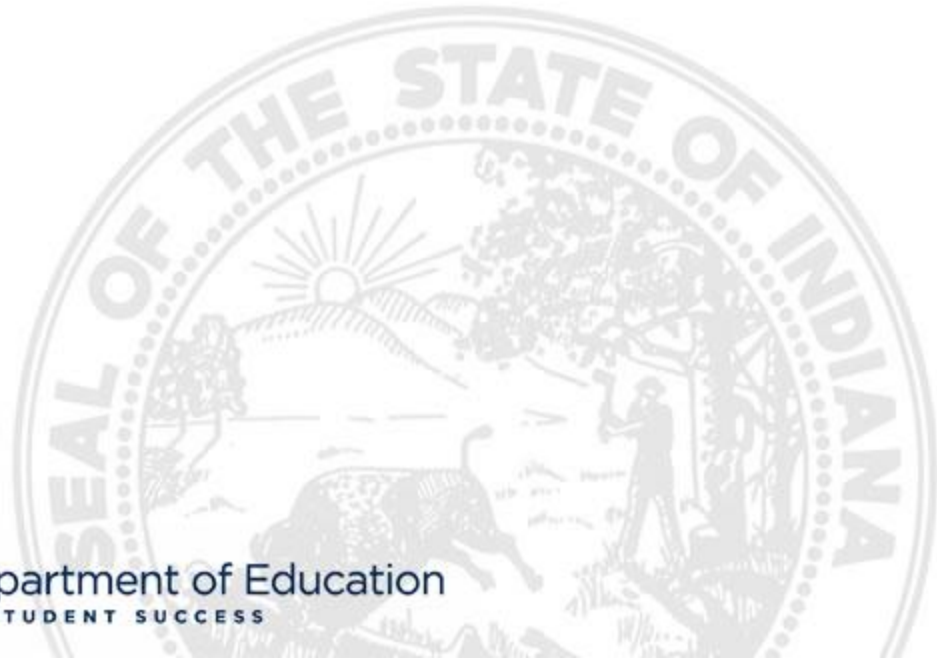
# Root Cause Analysis

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- Objective: Ensure LEAs have identified critical areas for improvement prior to selecting school improvement interventions



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# Data-Driven Intervention Selection

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- Objective: Ensure selected school improvement interventions are
  - aligned to all turnaround principles
  - anchored in the Mass Insight framework
  - based on an analysis of multiple school- and student-level data sources



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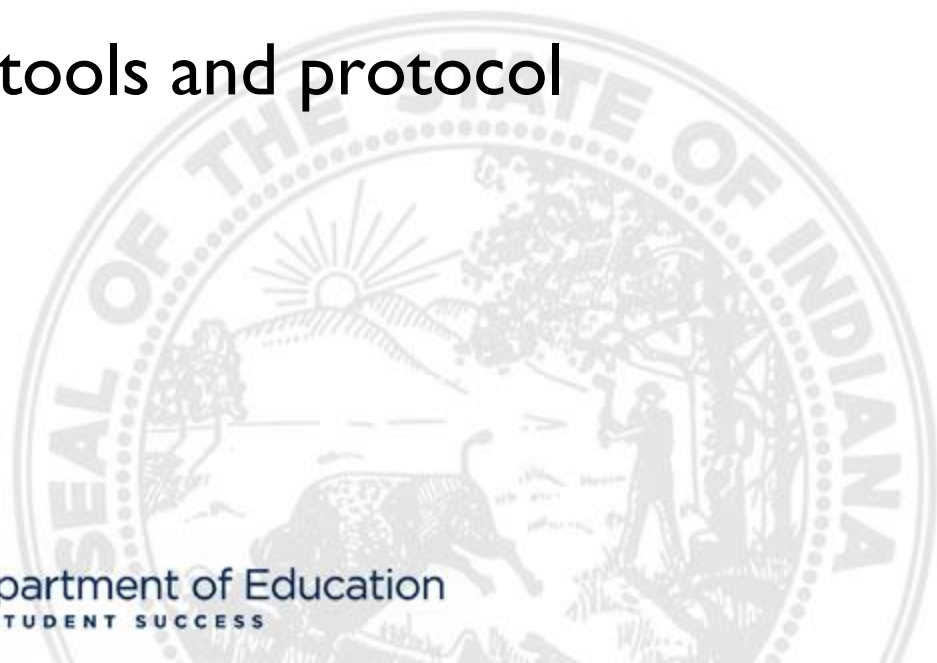
# Intervention Implementation Logic Model

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- Objective: Ensure implementation plans include:
  - lagging and leading indicators of success
  - benchmarks and goals
  - progress monitoring tools and protocol



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# DA Model vs. Flexibility Waiver

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Year I

## Comprehensive Improvement

- Choice Transportation for all students
- Provide SES
- NCLB School Improvement Plan
- Instructional Coach
- Acuity/Wireless Gen

## Priority School

- At least 3 interventions, one from each of the readiness domains
  - At least Tier 2 rigor



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# DA Model vs. Flexibility Waiver

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Year I

## Focused Improvement

- Choice Transportation for all students
- Provide SES
- NCLB School Improvement Plan

## Focus School

- At least 3 interventions, one from each of the readiness domains
  - At least Tier 2 rigor



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# Monitoring

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- Monitoring will be conducted by OSIT specialists and will be needs-based
  - Priority schools, at least 2x a year
  - Focus schools, at least 1x a year
- Adapt Technical Assistance Teams (TAT) protocols
- Between site visit desktop monitoring
- Qualitative and quantitative reports that track ongoing progress and areas for improvement



# District Funding Examples

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## DA Model Funding Requirements

Required Set Aside	Amount from 2011-2012 Title I Application
Choice and SES	\$1,167,280.27
LEA Improvement	\$583,640.10
10% School Improvement in Schools Budgets (for all schools in improvement)	\$121,754.98

## Flexibility Funding Requirements

10% School Improvement in Schools Budgets (for all schools in improvement)	\$121,754.98
Priority Schools Year 1	At least 3 interventions, one from each of the readiness domains
Focus Schools Year 1	At least 3 interventions, one from each of the readiness domains





# Funding Interventions

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- Use school 10% Professional Development set aside to fund interventions for Priority and Focus schools
- Same amount of School Improvement Funding (1003a) but now more schools identified for interventions
- Additional information on funding will be coming soon



# Resources

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Indiana's Approved Waiver: <http://www.ed.gov/esea/flexibility>

Mass Insights: <http://www.massinsight.org/stg/>

Turnaround Principles:

<http://www2.ed.gov/programs/sif/index.html>

A-F Accountability:

<http://www.doe.in.gov/improvement/accountability/f-accountability>

OSIT Website: <http://www.doe.in.gov/improvement/turnaround>



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# Trainings Available to the Field

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- March 13
  - **Accountability Definitions Overview:** Explanations of Priority, Focus, Focus-Targeted and Rewards Schools
- March 27
  - **Intervention Criteria WebEx:** Mass Insight, Turnaround Principles, Rigor Tiers and Funding
- April 10
  - **Intervention Selection WebEx:** Root Cause Analysis, Data-Driven Intervention Selection, Logic Model to Guide Implementation
- April 24
  - **Intervention Monitoring WebEx:** Protocols and Documentation Requirements



# Future Training

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- More trainings on application writing, resource sharing, and school improvement interventions coming soon
- Join Learning Connection Community “School Improvement”
- FAQ will be posted and updated weekly
- All WebEx’s are recorded and posted in the Learning Connection Community



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# Contact Information

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